

**Factors Affecting in English Language Learning of Muslim Students**

**This Thesis submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English**

**Submitted by  
Sheikh Apharaj**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2022**

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## **Declaration**

I, hereby, declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to University Campus, Kirtipur.

Date: 14/07/2022

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### **Recommendation for Acceptance**

This is to certify that **Mr. Sheikh Ahparoj** has prepared this thesis entitled "Factors affecting in English language learning of Muslim students" under my guidance and supervision.

I recommend this thesis for acceptance.

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## **Dedication**

To my brothers whose inspiration and love brought me to this stage and my parents who have devoted their entire lives for making me what I am today.

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**Sheikh Apharoj**



## Abstract

The thesis entitled “Factors affecting in English language learning of Muslim students” was an attempt to identify the affecting factors in English language learning of Muslim students. The design of this study was qualitative with narrative inquiry approach. To collect the data, four Muslim students from Rautahat district were selected as the sample of my study by using non random sampling procedures. The data were collected from the in-depth interview. The findings suggested that Muslim students felt difficulty in learning English due to lack of appropriate vocabulary use which includes fixed collocations, phrasal verbs, idioms and regional difference. In the same way they also felt difficulty to learn English due to lack of grammar rules and its use. Similarly, it was also found that their low confidence to learn English, low income of the family members, low motivation and less encouragement from friends and teacher affected them more to learn English language. In the same way, Muslim culture also had both positive and negative impact on the participants to learn English language.

This thesis consists of five chapters. The first chapter is an introduction which consists of background of the study, statement of problem, objectives of the study, research questions, significance of the study, delimitation of the study, and operational definition of keys terms. The second chapter consists of review of both theoretical and empirical literature with the conceptual framework. The third chapter deals with methodology containing design and method of the study, population sample and sampling strategy, study area of field, data collection procedures and data analysis and interpretation procedures. The fourth chapter includes analysis of data and interpretation of result and summary of findings. And the final part is about conclusion and recommendations of the study. The references and appendixes are the concluding part of the research.

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## **Chapter I**

### **Introduction**

The present study is entitled **Factors affecting in English Language Learning of Muslim students**. This section includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

#### **Background of the Study**

Language is a medium of communication through which we express our feeling, views and thought. We use language to communicate with each other. The core of language is to enable human beings to express their views, news, feelings, wishes and emotion from one person to another person orally or verbally. In the same way, language learning is the process of acquiring knowledge, skill, behavior, values, aspects, pattern of the particular language. Language and culture are intertwined. Language is linguistic information and culture is a contextual meaning of linguistic which means language shock, culture shock, anxiety, affective filter, social distance, age difference, aptitude and motivation. These factors are also known as the non linguistic factors in Second Language learning. No matter where people live, the non linguistic factors affect a lot in English Language learning. It means English language is highly affected by different non linguistic factors of the students.

English language has become an official and societal dominant language which is needed for education, employment and other basic purposes. It is often acquired by minority group members or immigrants who speak another language natively.

One of the most widely recognized facts about second language learning is that some individuals are more successful in learning a second language than other individuals. Here, in this thesis, I have examined some of the factors that have become responsible for these differences, focusing in particular on non language factors, such as aptitude, motivation, attitude and socio-psychological influences. Similarly, second language acquisition is a process of acquiring or learning others language than their native language. This process is influenced by linguistics and nonlinguistic factors such as vocabulary, grammar, structure, interference of mother tongue, self efficacy, motivation, language shock, culture, anxiety, social distance, age differences and

aptitude. Among them, I would like to study “Factors affecting in English Language learning of Muslim students” in the context of Rautahat district.

As we know that Nepal is a multilingual, multiethnic, multicultural and multi religious country. It has many different language communities with different languages such as Khas, Bazzika, Nepali, Maithali, Newari, Magar, Gurung, Bhojapuri, Urdu and Awadhi. Among of them, Muslims are third largest religious group of Nepal with the population of 4.4% (CBS, 2011). Muslim community is one of the distinct cultural group with a unique religious identity. Muslim of the world are divided into two groups Sunni and Siya. Nepali Muslim society is Sunni. The book “The Muslim of Nepal” presents Muslim people as backward religious community both in economy and education (Siddique, 1993). Similarly, Haque (2013) assumes that the Muslim in Nepal possessed a rich cultural heritage, but they lag behind in educational development and lack of participation in social activities in general with reference to other major communities and existence of wide disparity between male and female Muslim population in particular stay behind them from development (p.41)

Further to note, religious education is highly valuable in Islamic society for the achievement of the aim called “Farz Ain”. According to this Ain, it is compulsory duty of every follower of Islam to have the knowledge of their two main sources of religious guidance i.e. Quran and Hadith. It is obligatory to every Muslim to have the knowledge of these sources of guidance. A large number of Muslim children are going to Madarsa to achieve this sort of knowledge. Sensing the importance of Madarsa education for Muslim, countries of South Asian religious such as Afghanistan, Pakishtan, Bangladesh and India have included Madarsa education in their mainstream of education with the purpose of spreading education among the people of Muslim community. They are more devoted towards their religious education. They give first priority to religious education, and then they acquire world skill, knowledge and training for their livelihood.

On the basis of aforementioned discussion, I can say that Muslim is one of the religious communities. Muslims people believe on Islam. They follow Quran and Hadith. Muslims are found all over the world and they are developed, advanced and have standard living style. However, in the context of Nepal, they are undeveloped,

uneducated and have lower living style and they are minority in numbers. Thus, to find out why they are not good in getting education and what factors are affecting their English Language Learning I have conducted this research.

### **Statement of the Problem**

English language acquisition becomes better when the learners learn it with full motivation and emotion. Learning English language has become major concern of different communities in Nepal. Similarly, English language acquisition is also affected by the different attitudes of the different communities. Likewise, Muslim community students also possess different attitudes towards English language learning. It means they have different factors i.e. non linguistic factor that affects in their English language learning.

English language learning is affected by many non linguistic factors such as motivation, intelligence, anxiety, social distance and culture. These factors plays important role in second language acquisition. Different cultures play different roles. In Nepal, there have been carried out many researches regarding the Tharu, Tamang, Darai, Majhi, Newari culture, and less carried out regarding the non linguistic factors that affect in English language learning. However, this research, regarding the factor affecting in English language learning of Muslim students, have been carried out to find out different factors that affect in learning English language by Muslim students in the context of Raurahat district.

In the same way, Muslim students feel difficulty to learn English language because of various factors related to second language learning. For example, family environment, economics, lack of exposure, materials, careless of government, etc. Many researchers such as Sharma, Paudel, Singh, Nouraldeen and Elyas, Shankar, Prakash Mishra have carried out researches on the topics like Access of Muslim students, Attitude of Muslim students, Attitude of Darai students, Attitude of Tharu students towards English language learning. Thus, I was interested to find out the real situation and affecting factors of Muslim students in English language learning through this study.

### **Objectives of the Study**

The actions and procedures that I employed during this research were in order to achieve the following objectives:

- To find out the factors affecting in English learning of muslim students
- To suggest some pedagogical implications based on the finding of the study.

### **Research Questions**

This study was guided by the following research questions.

- What is the affecting factor in learning English of Muslim students?
- Which factor affects more in English language learning?

### **Significance of the Study**

Muslim students are not up to date in the field of second language learning in the context of Rautahat district. They do not have the trend of English language learning easily. There is no access of internet, books, materials, exposures, resources etc. Because of that, Muslim students are unable to learn English language. So, the findings of this study will be beneficial for Muslim students in particular and English teacher in general. This study will be helpful to those researchers who are interested to conduct further research regarding the factors that affect in English language learning.

This study generates recommendations related to policy, practice and further research. It will be equally significant to add some bricks in the field of second language learning by familiarizing with the influence of different factors in SLA. It will be helpful for materials producers, trainers, English teachers, text books writers to produce materials according to learners need and interest. Last but not the least, it will be fruitful for other concerned people who are directly or indirectly involved in education field.

### **Delimitations of the Study**

Delimitation refers to the boundaries of research study based on the researcher's decision of what to include and what to exclude. They narrow your study to make it more manageable and relevant to you is trying to prove.

Similarly, this study was limited on the topic “Factors affecting in English language learning of Muslim students. This study was done in two government school of Rautahat district. This study was conducted in Shree Jay Kishan Secondary School and Shree secondary School Mahamadpur of Garuda municipality. The study was conducted with four Muslim secondary level students. The study was based on qualitative data. It followed narrative inquiry design and interview from secondary level students. Finally, the tools of data collection were open ended and closed ended questionnaires.

### **Operational Definitions of the Keys Terms**

**Factor:** One of several things that cause or influence something or someone

**Effect:** means change which is a result or consequences of an action or other cause. It may be positive or negative.

**Muslim Culture:** refers to the cultural p

**Second Language Learning:** is the process in which we learn second, third or fourth language after the native language.

**English Language Learning:** means learning English language as second language or foreign language.



## **Chapter II**

### **Review of Related Literature and Conceptual Framework**

Literature refers to the body of existing knowledge in the area of researcher's interest which can be either theoretical or empirical or both. Similarly, conceptual framework reflects the relationship among the concepts, variables and objective of the study. Conceptual framework can be presented in tables and figures. This chapter consists theoretical and empirical literature review, implication of literature and conceptual framework for the study.

#### **Review of Related Theoretical Literature**

Review of related theoretical literature is inevitable in doing research in the sense that it assists the researcher to find out the gaps, problems and to explore new ideas from the existing theories and findings. In order to get in-depth theoretical knowledge and make my research study easy, systematic and scientific, I have made many review of different aspects like definition of culture, Muslim culture, Islamic belief, role of culture, factors affecting in English language learning and teaching, etc. This section includes the following theoretical reviews in English language in relation to effect of Muslim culture.

#### **Introduction of Second Language Acquisition**

Acquisition is basically another word for learning. However, it is sometimes used for different use and meaning such as second language acquisition. The process by which a person learns a language is sometimes called acquisition instead of learning, because some linguists believe that the development of a first language in a child is a special process (Richards, 1985, p.3). Ellis (1986, p. 292) explains that acquisition can be broadly defined as the internalization of rules and formulas which are used to communicate in L2. They further state that it is the spontaneous process of rule internalization that result from natural language used while learning consist of the development of conscious L2 knowledge through formal study. In other words, acquisition is unconscious study of language in natural way and it is not depend on the language teaching. On the other hand, learning is a conscious study through formal instruction such as language classroom learning. In Longman Dictionary of

Applied Linguistic, Richards (1985, p.252) states that second language acquisition is “the process by which people develop proficiency in a second or foreign language.”

Moreover, Ellis (1986, p.4) explains that SLA is “a complex process, involving many interrelated factors. It is the product of many factors pertaining to learner on the other hand and the learning situation on the others.” In addition Victoria Fromkin et.al (2002, p.593) asserts “the acquisition of another language or language after first language acquisition that is under way or completed.”

Likewise, Gass and Selinker (2008, pp.1-2) explain that SLA is the study of the non-primary language that is the acquisition of language beyond the native language. It is the study of how learners create a new language system with only limited exposure to a second language. It is concerned with the nature of the hypotheses that learner come up with regarding the rule of second language. Further to note, Sharma (2013) contends that SLA is the study of how learners learn an additional language after they have acquired their mother tongue. It is the study of how learners learn an additional language after they have acquired their mother tongue. This is the broad study of the rate and route of acquiring overall features of the second or additional languages. SLA researches are now much focused on finding out and establishing the highly effective and applicable principles to address how the learners best acquire the language in totality involving all the features (pp.3-4).

Similarly, Troike (2012, pp.2-4) states that Second Language Acquisition refers to both the study of individuals and groups who are learning a language subsequent to learning their first one as young children and to the process of learning that language. The additional language is called a second language even though it may actually be the third, fourth or tenth to acquired. It is also commonly called target language which refers to any language that is the aim or goal of learning. The scope of SLA includes informal L2 learning that takes place in natural context, formal L2 learning that takes place in classroom and L2 learning that involves a mixture of these setting and circumstances. SLA has emerged as a field of study primarily from within linguistics and psychology as result of effort to answer the what, how and why question. There are corresponding differences in what is emphasized by researchers who comes from each of these. Linguistics emphasizes the characteristics of similarities and differences in the language that are being learned while psychologist

and psycholinguists emphasize the mental and cognitive process involved in acquisition and representation of language in brain. And sociolinguists emphasize variability in learners' linguistics performance and extend the scope of the study to communication competence. On the other hand, Sharma (2015, pp.27-28) defines that "SLA as subject of study under applied linguistics. It is the systematic study of the process of second language acquisition. In this context, acquisition covers both acquisition and learning in their specific senses".

On the basis of aforementioned definition, I can say that SLA is one of the fields of applied linguistics that deals with the process of acquiring second language. It is acquires after their first or native language. It is the study of how learners create new language system with limited exposure. It can be any language other than their first language or their mother tongue.

### **Influencing Factors in SLA**

There are many general factors that influence second language learning such as age, aptitude, intelligence, cognitive style, attitude, motivation and an so. These factors are described below in following points.

#### ***Motivation***

Motivation is one of the most important factors in second language acquisition. Richards (1985, p.185) states that motivation as a factor that determines a person's desire to do something. It is obvious that learners who want to learn are likely to achieve more than those who do not. Similarly, Gardner and Lambert (1972) define motivation in terms of the learner's overall goal, orientation and attitude as the 'the persistence shown by the learner in striving for a goal' (Lightbown et. al, 2000, p.56). They distinguish two type of motivation, Instrumental motivation refers to learner's goals for learning the second language are functional and useful, they need the language to get a better job, to pass test etc. Similarly, integrative motivation refers to learner studies a language because s/he is interested in the people and culture of the target language.

### *Attitude*

Richards (1985, p.155) explains that attitude is a sets of beliefs about factors as the target language culture, their own culture, in case of classroom learning and the learning task they are given. Language attitudes are the attitude which speakers of different languages have towards other's language or their own language. Expression of positive or negative feelings towards a language may reflect impression of linguistic difficulty or simplicity, ease or difficulty of learning. Moreover, Gardner and Lambert have investigated a number of different attitudes which were classified by Stern (1983, p.376-377) into three types:

Attitudes towards the community and people who speak L2, .attitudes towards learning and language concerned and attitudes towards languages and language learning in general.

Similarly, certain personality characteristics and general interest in foreign language of learners can influence them in positive and negative way.

### *Age*

Age is one of the factors that influence second language learning. It is generally believed that children are better at language acquisition than adults. However, only the studies conducted in naturalistic learning settings provide the evidence that support this assumption. Critical period hypothesis by Lenneberg proposes that in child development there is a period during which language can be acquired more easily than that at any other time. According to him, the critical period lasts until puberty and is due to biological development. He adds that language learning may be more difficult after puberty because the brain lacks the ability and adaptation (Richards, 1985, p.68).

Furthermore, Ur (2013, p.256) asserts that young children learn languages more easily and more effectively than older ones. Therefore, school based language teaching should start as early as possible. This is based on the observation that in immigrant families. Young children tend to learn the new language to higher level. It is supported by critical period hypothesis that young children naturally and quickly

acquire language up to certain age and lose that ability later Lightbown (2000) asserts that cognitive explanations draw attention to the differences between children and adults in relation to learn a language. Older learners are able to apply linguistic rules when they use the language. For children language is a tool for expressing meaning and they cannot respond to it as a form.

By analyzing aforementioned definition, I can say that younger age is better at language acquisition, but adults are better at learning language rules and systems.

### ***Intelligence***

Genesee (1976) believes that learners with IQ achieve better results on language test. It is proved that intelligence can predict the rate and success of SLA in the language classroom. Asymmetrically, Spolsky (1989) assumes that some people are gifted and they learn foreign languages with ease (p.103). Further, Gardner (1983) introduced a theory of multiple intelligence. He described eight types of intelligence.

Linguistic intelligence refers to sensitivity to spoken and written language. It is the capacity to use language to accomplish certain goals. Logical intelligence is the ability to detect patterns, reason deductively and think logically. Moreover, spatial intelligence is an ability to recognize and use the patterns of wide space and more confined areas. Musical intelligence is the capacity to recognize and create musical pitches and rhythmic patterns. Bodily intelligence is also known as kinesthetic intelligence. It is the ability to use mental abilities to coordinate bodily movement. Similarly, interpersonal intelligence is the capacity to understand intentions, motivation and desire of other people. Intra personal intelligence is the ability to understand oneself, a sense of self identity. And naturalistic intelligence is the ability to understand the natural world.

He states that “every person possesses the eight intelligences which evolve independently at different times and to different degrees” (as cited in Khasinah, 2014, pp.261-262).

### *Aptitude*

Gass and Selinker (2008, p.417) contend that aptitude refers to one's potential for learning new knowledge or new skills. With regard to language aptitude refers to one's ability to learn another language; there is no talk of language aptitude for learning one's first language, at least not for a child without cognitive deficits. Sharma (2010, p.211) asserts that language aptitude refers to one's ability to learn second language, not necessarily first language. There is no concern of language aptitude in first language acquisition because every child who is physically and mentally normal is able and similar to others for learning the first language.

Moreover, Ellis (1986, p.293) assumes that aptitude refers to specific ability a learner has for learning a second language. Richards (1985, p.154) explains that aptitude is natural ability to learn language. Further, he adds that language aptitude is thought to be a combination of various abilities such as the ability to identify sound pattern in a new language, the ability to recognize the different of grammatical functions of words in sentence etc.

So, I can sum up that aptitude is person's ability to understand or identify something. A person with high language aptitude can learn more quickly and easily than that of low language aptitude.

### *Learning Styles*

Gass and Selinker (2008, p.432) define the term learning style as "the preferences that the individual has of obtaining, processing and retaining the information". The definition points out that learning styles help the learners approach for different strategies for learning. In the same way, Lightbown and Spada (2000, p.59) argue that the term 'learning style' has been used to describe an individual's natural, habitual and preferred way of absorbing, processing and retaining new information and skill.

On the other hand, Richards (1985) asserts that learning style is also called cognitive style. It is a particular way in which a learner tries to learn something. In L2 or foreign language learning, different learner may prefer different solution to

learning problems. Some learners may want explanations for grammatical rules, some may feel writing down words and sentences help them to remember. Similarly, Sharma (2013) assumes that learning styles are constituted of different learning strategies or behaviors. The styles are the specific features of the learners that can be made up of various behaviors or tasks. For example, 'risk taking' can be a learning style of learner. For this style, he or she can be involved in the tasks such as L2 interaction, oral tasks, language games (pp.220-221).

Thus, learning style is learner's interested way of acquiring, processing, retaining and retaining new knowledge, skill and information. It can be influenced by many factors such as genetic background, their culture and previous learning experience.

### ***Personality***

Ellis (1986) claims that personality is a set of features that characterize an individual. It is difficult to define and measure because of its complicated nature. Personality traits are based on the belief that learners bring to the classroom not only their cognitive abilities but also affective states which influence the way they acquire a language (as cited in Khasinah, 2014, pp.265-266). Similarly, Sharma (2010) assumes that personality is stable in its nature. It is constituted of different personal traits. These traits make an established personality of an individual. For example, some learners are extrovert and others are introvert (p.220). The most important personality factors are: introversion/extroversion, self-esteem, inhibition, risk-taking, anxiety and empathy. These factors are described in short in the following way.

### ***Self-esteem***

People need some degree of self-esteem, self-confidence in order to succeed in any activity. Brown (1994) contends that self-esteem refers to the evaluation which the individual makes and customarily maintains with regard to himself. It expresses an attitude of approval or disapproval and indicates the extent to which an individual believes himself to be capable, significant, successful and worthy (p.137).

### ***Inhibition and risk-taking***

Khasinah (2014) asserts that concept of inhibition is closely related to the notion of self-esteem. All people protect their ego by building sets of defenses. The higher self-esteem the lower walls of inhibition and greater success in learning a foreign language (p.265). It means that inhibition influences language learning in a negative way because it discourages the risk taking which is essential in the process. It is necessary to make mistakes if a person wants to learn a foreign language.

### ***Anxiety***

Anxiety is another important aspect of personality that affects learning a second language. Brown (1994) describes anxiety as a state of mind connected with “feelings of uneasiness, frustration, self doubt and worry”. Asymmetrically, Sharma (2013, p.205) portrays that anxiety is a learner internal factor that is often understood as an emotional reaction to a serious situation. In the case of L2 learning, the learners might experience different levels of anxiety related to the complexity of the acquisition mechanisms and procedures. Moreover, Mizruchi (1991) asserts that anxiety is not always a negative factor in learning. In general, anxiety has curvilinear effect on performance: low level help whereas high level hurt (as cited in Gass and Selinker, 2008, p.400).

In nut shell, I can say that anxiety is related to emotional and psychological factor when it is high, it hindrances the learning foreign language and low level helps the learning.

### ***Empathy and extroversion***

The other aspect of personality is empathy which refers to “the willingness and capacity to identify with others” (Stern, 1983, p.381). It is perceived as an important factor in learning a foreign language but only as communication skills are concerned as it involves the participation in other people’s feeling and ideas.

By analyzing all aforementioned Second Language Acquisition factors, I can sum up that individual differences are important factors in SLA. Those factors: motivation, attitude, age, intelligence, aptitude learning style and personality



influence the way learners encounter language learning and may hinder or support them in their effort to master L2. Moreover, these elements seem to be an essential part of the learning process which can contribute to the success or failure of a second language.

### **English Language Teaching in Nepal**

English language teaching has short history but great impact on students in Nepal. The beginning of English language teaching in Nepal is directly associated with the establishment of the Durbar High School in 1854 A.D. in Kathmandu city (Bhattra, 2013). At the beginning, Durbar High School did not allow common people to get education from it. Only royal family members were allowed to get education. The autocracy and restriction of getting education system in Nepal did not remain the same and it got changed due to the restoration of democracy in the nation. After that, Tri-Chandra college started teaching English courses under the supervision of Patana University, India in the early 1950s. Hence, there was established Tribhuvan University as the first university in 1959 proposing to teach English curriculum in Nepal. After a decade, a nationwide master plan 'The national Education System Plan (NESP 1971-76)' was implemented. This plan brought drastic change in the system of curriculum, textbooks, examination and so on from primary to the university level of education (Sharma, 2015, p.85). At the beginning, this plan reduced the weight of English course (from 200 to 100 marks) set up by the early system. Secondly, it reduced the credit hours of English from 15 to 10 from high school to university level.

Finally, the arrival of democracy in Nepal brought massive change in the field of education and English Language teaching and learning process. Gradually, the arrival of democracy changed the life style of people and they engaged themselves to learn English language enrolling different institutes and schools. Since that time different factors started to affect English language learning. Learners learn English language for both intrinsic and extrinsic purposes. In Nepal, learners are motivated to learn English language for the instrumental purpose. They learn English to get well paid job and get more opportunity in the global context. Similarly, it is also affected by linguistic and non-linguistic factors of Second Language Acquisition.

## **English Language Teaching Strategies**

A strategy is a plan that is intended to achieve a particular purpose. In other hand, it is the process of planning something or putting a plan into operation in a skill full way. It deals with 'how aspect' rather than 'what aspect'. Various methodologies have suggested different teaching hints and strategies to cope with different challenges of English language classes. According to Hess (2006), the challenges of English language class can be turned into opportunities by following appropriate principles and strategies. Some of the key strategies can be described as following:

### **Variety in Topics, Methods and texts**

Variety is one of the fundamental principles to be taken into consideration while working in the classes. Varieties of tasks suit the different level of the classes; they keep students occupied for a longer time and keep attention and interest. Varieties of teaching strategies can activate the quiet students. Variety is extremely important in provoking interest in the large group of the students. So, Ur. (2000, p. 135) suggests to the teachers to vary their topics, methods and texts so that problem related to the discipline and interest can be minimized. Likewise, Hess (2006, p. 8) suggest that a variety of activities and techniques is important in all learning situation but particularly relevant in the large multi- level class because varieties of the tasks can accommodate different levels in our multi cultural classes. Students cannot concentrate on an activity for more than a limited length of time. Thus, a teacher should make the appropriate use of different varieties for the different level of the students.

### **Pace**

It is another principle to be taken into consideration while teaching in large multi level and multi cultural classes. It also refers to the movement or speed of employing any strategies in the classrooms. According to Valentic (2010) explains "Neither to fast nor to slow tempo is good for teaching process.". it means different class has different demands for pacing and only careful observation can teach us just what kind of pace to set for our students.

### **Collaboration and Co-operation**

Collaboration means working together and co-operation. It is another significant principle or aspect to learn to accept somebody else's opinion, to take risk, to develop self confidence. No one absolutely competent in any subject but it is the matter of degree. One very competent in one aspect may be weaker in another. In this case, exchange of knowledge through collaboration and co-operation benefits other. In this regard, in large multilevel classes collaboration is must (Hess, 2006, p. 10). In a large class, a teacher simply cannot be everywhere at the same time and cannot solve the immediate needs of all students. Therefore, students must soon learn to use one another as language resources. More progressive students realize that they learn even more when they explain something to other. Some of the popular strategies that help collaboration and co-operation are group work, peer review, brainstorming, projects, poster presentation, peer review, correction and so on. Although group work, peer work, project work essential for large class, most of the teachers get frightened to do these as they think they will not control the class but a good task can make everyone work well. Ur (2000, p. 135) suggests encouraging collaboration to get students to work co-operatively and as to maintain engagement when the teacher cannot interact the individual.

### **Personalization**

A teacher should pay to personalization while teaching English language learning. Every student should be treated as a person, not as the number in the register book. If students feel that their opinion is not important and they do not fit into the class, they will cause trouble to both the teacher and the fellow students. It is good to give them the opportunity to express their thoughts, to discuss their plans and different topics. Students can be asked to write a letter, presents their wishes and their dreams, discuss their profession, describe their experience and memorable events of their life. Finally it can be said that a teacher should give personal value to the learners to make the able to learn English language.

## **Interest**

Creating interest in teaching learning process is another significant principle or solution to face the challenges of large multilevel English language class. It reduces the endless monotony of boring lessons. The more the interesting activities happen in the teaching learning process, the more the students pay attention and take part in teaching learning process, the more problems related to discipline and boredom are solved.

In order to create interest, the teacher can keep the students curious dealing with important questions and topic especially the ones concerning their lives. This can be achieved using the variety of activities like attractive visuals, problems solving activities, personalization and role play. They keep all students involved and interested in teaching and learning. Thus, a teacher should use interesting lesson to attract students.

## **Influencing Cultural Factors in SLA**

Culture plays significant role while learning second or foreign language. Students should be engaged with linguistic and non linguistic practice of culture that students can insight into the way of living in a particular context. Kramsch (2008) assumes that teaching of any language should be focused not only teaching of linguistic code but also teaching of meaning and the best way to teach meaning of language is by teaching its culture. Similarly, Liddicoat (2003) asserts that in order to learn communication in second language or foreign language, it is necessary to create awareness on ways in which culture interrelates with language whenever it is used. Likewise, Medina (1993) contends that students who truly acquire high competency in the target language successfully are those who have mastered the cultural context such as songs in which target language exists (As cited in Olusiji, 2016, pp.44-45).

Further to note, Lado (1957) mentions in his book “Linguistics across Culture” that if certain elements of a second language differ greatly from the student’s native, then student encounters difficulties. It can be assumed that the learning of second language is facilitated whenever there are similarities between that language and the learner’s mother tongue because languages usually have differences of syntax, pronunciation and structure. Likewise, According to the National Standards for

Foreign Education project (1996) explains that students cannot truly master new language until they have mastered the cultural context in which the new language occurs. This means that understanding a new culture is an important element in achieving the success in second language acquisition (As cited in Kuo and Lai, 2006, pp.5-6).

In fact, the learning of language and the learning of culture can be compared with a child's first experiences with the family into which he or she is born, the community to which he or she belongs and the environment in which he or she lives. So, I would like to investigate the Muslim students' reaction towards English language learning through this study.

In contrast, there is debate among scholars on whose culture to teach in English classroom. The first view states that "target language culture" should be taught along with English to acculturate language learners into the culture of native English speaking countries (Byram and Fleming, 1998). The second perspective argues that "target culture" should not be taught because English in most countries exists as an institutionalized variety (Kachru, 1992). The third view supports the teaching of 'local culture' in English language classroom whereas the fourth view argues that it should be taught in a culture free context because it has become lingua franca (Kumaravadivelu,2008) as cited in Olusiji (2016, p.46).

Similarly, Savile Troike (2012) argues that a teacher should have knowledge about students' religion because this plays significant role in their culture. This is particularly true about the faith of Muslims since religion is the main element of Islamic culture. Xinton (2002) asserts "one of the features of Islamic culture is that its religion is not only the source of the whole cultural system, but also its quintessence and core" (as cited in Keshavarz&Amro, 2019, p.42).

Thus, nowadays, in the context of language teaching and learning, culture is taken as a main consideration while teaching second or third language. Without adequate appreciation for religious values and restrictions, certain verbal or non verbal behaviors of the teacher may be deemed offensive to some students. It has become challenges for teachers, researchers and scholars.

## **Muslim Culture Practices in Nepal**

Islamic culture takes its origins from the main source of Islam: the Holy Quran and Prophetic tradition (Hadith and Sayings). Contradictions that may be found between what is stated in Islamic sources and that is happening in Islamic societies today which is exactly like the contradiction between theory and practice. Contradictions are present in the conduct of Islamic teaching, not as Islam as religion. Islamic culture is unique as it takes its fundamentals from divine sources. Long (2005) has emphasized the uniqueness of Islamic culture by saying:

Islamic culture is difficult to capture with any precision. Islam has spread. Too many pre-existing cultures throughout the Muslim world; whereas Islamic doctrine itself is uniform and unchangeable, the culture it has Permeated still vary greatly in their traditions, history, intellectual interest's expression (p.24).

It means the Islamic culture still has interest of its tradition, history, artistic and intellectuality. In addition, Mayor (1998) expresses the originality and comprehensiveness of Islamic culture by indicating that Islamic culture with roots in the past, is still alive today; it also simultaneously developed a conception of individual and universe, a philosophy of life and art of living which still attests to the prestigious vestiges and form an integral part of the heritage of humanity.

In Nepal, Muslim society consists of both Sunni and Shea. Muslim are found Sunnis and Sheas who follow the same holy Quran. The great majority of Nepali Muslims are Sunnis. In the whole world Sunnis have four important school of theology. The Nepali Sunnis follow the Hanfi school of Hazart Abu Hanifa a great Islamic theologian (Haque, 2013). Bista (1967) stated that;

In Nepal two groups of Muslims are recognized in the social ranking. In the first group there are four sub groups. They are Syed, Sheikh, Pathan and Moghul. Syed and Sheikh claim descendants of Arabs. Pathan believes to have come from Afghanistan and the Moghul from the Turkish euthenicgroups. The second groups of Muslims consist of occupational classes. They are mainly found in almost all part in Tarai. They are Ansari, Sabji frosh, Dhobi and Naddaf, Dafali Muslims who are

originally came from Uttar Pradesh of India consider themselves superior to the Bihari Muslim probably the former speaks better and style of living.

The history of Muslim in Nepal is in fact the history of three distinct groups; the Tibetan, Kashmiris and the Madeshi. Among them my focus is on Madeshi Muslim. According to Dastider (2012), Muslim constitute the most distinct and well defined group in the Hindu kingdom of Nepal besides their adherence to Islam, their ethno-cultural affiliation too, gives Muslims a distinct indent in a predominantly Hindu Buddhist set up. According to the 2011 census report, 4.4% population is the Muslim in Nepal. Nevertheless, they form the second largest religious minority groups, next only to Buddhist (9% in 2011). The narrow plain strip of land of the Tarai belt start from the foot hills of Siwalik range of the Himalayas and stretches up to the Gangetic place of Bihar and Uttar Pradesh in India. About 97% of the Muslim community lives in Terai region while other 3% are found in the city of Kathmandu and western hills. The community numbers are 971,056, about 4.4% of the total population of Nepal (CBS,2011). In case of CNSA studies, Bista (1967) attributes the population increase to the latest arrival of Bihari Muslims and caste Hindu from across the border into Tarai. There are also reports of alleged infiltration of Bihari Muslims refugees from Bangladesh who entered the eastern Tarai region of Nepal in post-1971 period (Sharma, 1994). However, due to the lack of adequate data on such infiltration, it is difficult to confirm such report.

### **Review of Related Empirical Literature**

Each and every research work requires the knowledge of previous background to obtain the target objectives and to validate the study. A number of research work have been carried in the field of effect of culture or challenges of learning English as a foreign language in the Department of English education T.U. Kirtipur but no research has carried regarding "Factors affecting in English language learning of Muslim students". Some of the researches which are somehow related with this study are reviewed below.

Paudel (2007) carried out a research on "Access of Muslim Children to Education; A Case Study of Chenai and Birpur VDC of Kapilvastu District". The main of this study was "to find out the access of children in main stream school". For

this purpose, a field based in-depth study was carried out in two VDCs namely Chanai and Birpur of Kapilvastu district. Fifty household, six mainstream school, six Muslim intellectuals, ten religious leaders and four social workers were taken as sample. In depth interview was used as tool of data collection. He found that the cause of less access of Muslim students in mainstream education were economic, personal, educational, family background, religious and cultural, parental perception and expectation towards mainstream education, difference in cultural setting, poverty, language problems, difference between Madarsa education and mainstream education, no approval of Madarsa education by the government, Parda system of Muslim girls, socio-cultural factors, lack of Muslim teachers in mainstream school, unawareness of parents, conservative attitude issues.

Rai (2009) carried out a research on "Challenges Faced by Bantawa Learners learning English as a foreign language". His main objective of this study was to identify the challenges faced by Bantawa learners learning English as foreign language. The researcher collected the data from ten different government and public owned school from Bhojpur district as a sample of population. The sample of population was ten secondary level English teachers and they were selected using judgmental sampling. The main of data collection are questionnaire, observation form and interview. His main findings were: physical facilities, teaching materials and textbooks, interest and comprehension of the students, Mother tongue and evaluation technique and teaching method etc which the Bantawa learners are facing.

Sabatin (2013) carried out a research on "The Effect of Cultural Background knowledge on Learning English Language". That study was aimed to investigate the differences between subject's performance in reading comprehension according to sex and general ability in English. The population of this study consisted of all first year students majoring in English at Hebron University in the first semester of the academic year 2011/2012. The sample of this study consisted of 60 subjects, males and females divided into four groups' two groups experimental and two groups controlled. The researcher followed experimental method. Means, standard deviation and persons product moment correlations were calculated by using SPSS program. He found that there were statistically significant differences in performance in reading comprehension between subject who have cultural background knowledge and those



who do not have any knowledge. There were no statically significant differences in performance in reading comprehension between male and female subject who have cultural background knowledge and those who do not have any knowledge.

Ely and Nouraldeen (2014) conducted a research on "Learning English in Saudi Arabia ": A socio-cultural perspective. The main aim of this study was to investigate the cultural factors which predispose Saudi students towards learning English in Saudi. The researcher attempted to examine these factors from Islamic social perspective by raising questions that examined how positive these factors are and how and how they encourage and motivate students to learn English language. These cultural factors were Islam, national identity, globalization, westernization, Saudi teenagers' attitudes and beliefs, motivation travelling, social website, knowing the purpose of learning, need for communication, native speaker's teachers and the learning of Arabic language by the native speaker of English. Questionnaires and interview were used as a data collection tools. The total numbers of subjects were 226 participants. The analysis of collected data indicated that the most influencing factors in learning English in Saudi Arabia were travelling abroad to learn English, knowing the purpose of learning English and Saudi teenagers' beliefs and attitudes. The least influencing factors upon learning English in Saudi Arabia were Islam and westernization.

Meraji and Zamanian (2014) carried out a research on the topic "Incorporation of L1 Culture into Second Language Materials Development": Benefits and Risks. It aimed to find out incorporation of L1 culture into second language material development. In this study, two homogeneous groups of learners were used. One observed as a control group and received materials containing only the target cultural issues while the experimental group received culturally adopted materials containing both the first and the target language culture. After four session of teaching, an achievement test and a motivation questionnaire were used to gather data. The result revealed that while culturally adopted materials have significantly improved the overall language learning of the learners, there was a slight difference between the mean score of the motivation tests of control and experimental group.

In the field of research, Sharma (2015) carried out research on "Schooling of Muslim Children in Madarsa and Mainstream School". The main objective of that

study was "to find out the schooling of Muslim children in the Mainstream school and Madarsa, and causes of low participation of Muslims, how Muslim perceive educational system and curriculum developed by government of Nepal from the perspective of social inclusion/exclusion. Sample was selected by applying non-random purposive sampling method. Data was collected through household survey, and the tools for data collection were questionnaire and interview. The main findings of that study were; illiteracy, students were out of any schooling, drop out, parent's hesitation, co-education system, maintaining Islamic norms and values, and less enrolment of girls in mainstream school, feeling of discrimination, feeling of humiliation, view about schooling, economic factors, lack of awareness, involvement of children in household activities, lack of proper school environment, compatibility of school environment, religious factors, lack of vocational training to the teachers, women seclusion in education, over age problem, and school regularity.

Aghajanian and Cong (2015) conducted a research on "How Culture Affects on English language Outcomes", with Chinese and Middle Eastern Immigrants Students. The main objective of this study was to find out how culture affects on English language outcomes. The data was collected from two Middle Eastern and two Chinese students. They used in depth interview for the data collection. The result indicated that students were faced many challenges in the areas such as linguistic, culture and academy.

Chaudhary (2019) carried out a research on "Attitude of Tharu Students in English language Learning". The major objectives were to find out the attitude of Tharu students in English language learning and to find out the factors affect in their learning. The research was narrative in design. Five students were taken as primary sources from three secondary schools of Dang district. From these three schools, he has taken interview from five students. He was found that Tharu students really faced difficulty in learning English. Poverty, economic condition, careless of government, social discrimination, geographical structure, unemployment etc are the factors that affects the Tharu students in learning English language.

Similarly, Keshavarz and Amro (2019) carried out a research on "Attitudes of Muslims Students towards Learning English Idioms and Proverbs". The main objective of that study was to find out attitudes of Muslims students towards the use

of certain idioms and proverbs. Thirty Muslims students were asked to express their reactions and feelings towards two category of English idioms and proverbs: the first category included idioms and proverbs containing the names of animals that are prohibited in Islam and the second category contained culturally inappropriate idioms and proverbs. The result of data analysis revealed that idioms and proverbs belonging to the first group were found by the majority of participants to be more offensive, while culturally inappropriate idioms and proverbs were less offensive. This indicates that religion is the main influential factor in the reaction of Muslim students towards English idioms.

This study is different from above mentioned researches in terms of design, methodology and purpose. I used narrative inquiry in research design. I used open-ended and close-ended questionnaires for data collection. I used purposive non random sampling procedure for selecting sample. I selected four secondary level Muslim students and this study conducted in Rautahat district.

### **Implication of the Review of Literature for the Study**

In order to get full insights on my study, to select the research problems, appropriate methodology and tools, I rigorously went through different articles, journals, dissertation, theses and books carried out and published by different scholars. Reviewing these materials made me more familiar with the history and present condition of Muslim culture and affecting factors in English language learning. Similarly, review of theoretical and empirical literature provides an insight in the area of researcher in which he/she is going to conduct the study. A comprehensive study and review of existing literature under the area of researcher are the prerequisite to validate and justify researcher's study. The theoretical and empirical reviews are significant to have clear information in the particular area. So, both types of reviews have played vital role in every stage of my research.

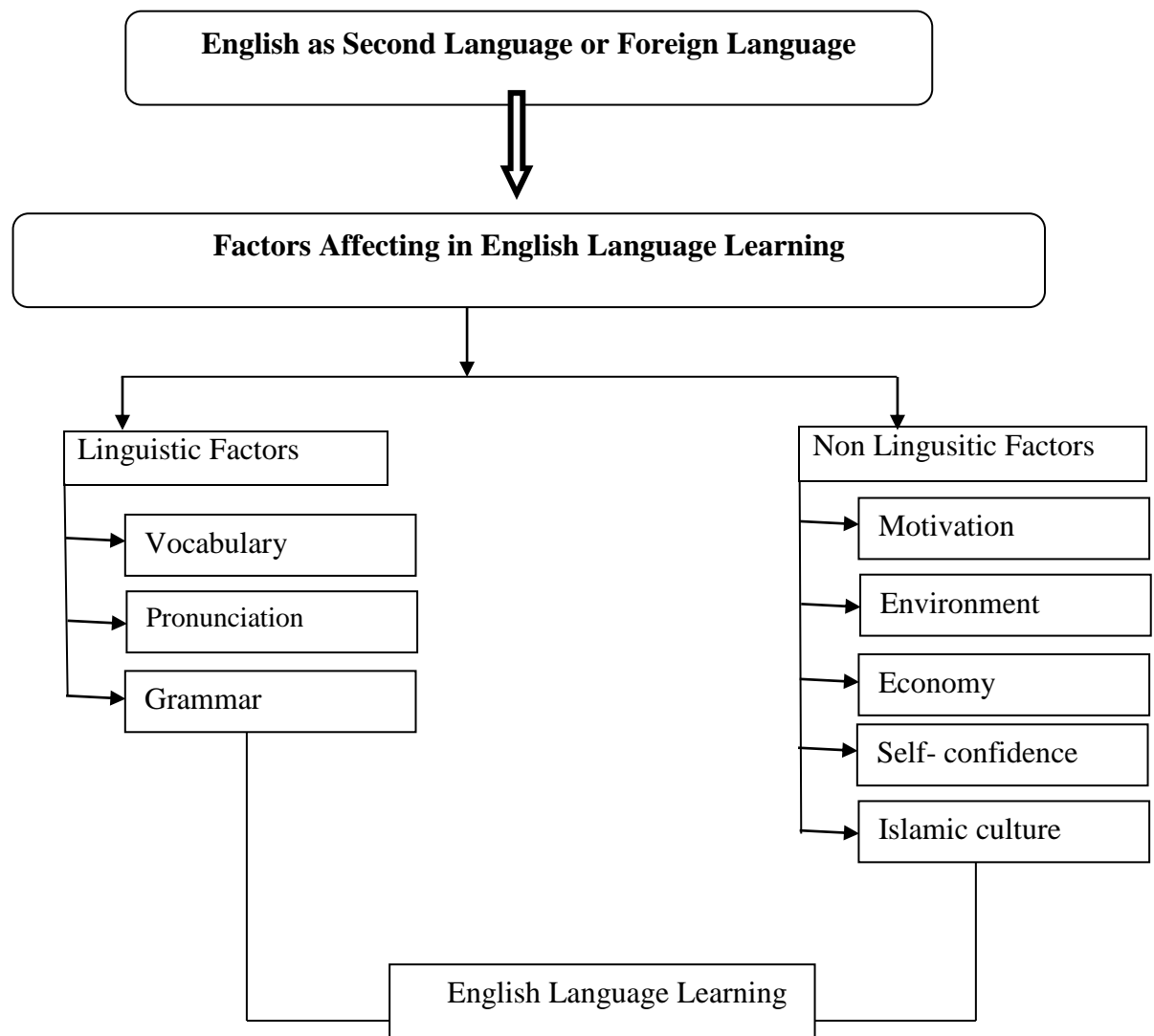
Similarly, the empirical review of Rai (2009) helped me to understand how physical facilities, number of students, teaching material, textbook affect teaching learning activity. Likewise, Sabatin (2013) research helped me to understand that cultural background knowledge affects language learning. It also broadens my theoretical knowledge. Elyas and Nouraldeen (2014) helped me to know that

travelling abroad to learn English, knowing the purpose of learning English and beliefs and Attitudes highly influenced language learning. It helped me to prepare conceptual framework. Further, Meraj and Zamanian (2014) made me know about the incorporation of L1 culture in second language material development. It also helped me to prepare questionnaire and conceptual framework. Sharma (2015) broaden the theoretical knowledge for my research. It also helped me to know the factors which hinders on schooling of Muslim children in mainstream school. Similarly, Aghajanian and Coing (2015) made me know how culture affects on English language outcomes. It also helped me to find out the challenges faced by foreign language learner in the areas such as linguistic, culture and academy. By reviewing the research work of Chaudhary (2019), I got the ideas of conduction narrative inquiry research design for my study. And finally, by reviewing the research work of Keshavarz and Amro (2019) helped me to understand the role of religion in language learning.

The review of theoretical and empirical literature helped me to be informed on the various aspects of cultural factors. It helped me to comprehend the effect of culture in language learning. Similarly, it helped me to find out model and methodology. Likewise, it helped me to identify gaps that exist in the literature and how it can be researched. Moreover, it helped me to locate my own research work within the context of existing literature. It also helped me to identify areas of scholarship to prevent duplication.

## Conceptual Framework

A conceptual framework is the representation of the understanding of the related theories by the researcher and her/his own conceptualization of the relationship between different variables. It is also known as the visual presentation of the main things to be studied. The main purpose of conceptual framework is to show the relationship among the various concepts and variables of the study. The conceptual framework of the study is presented as below:



## **Chapter III**

### **Methods and Procedures of the Study**

This chapter deals with the methodology adopted to fulfill the objective of the study. This includes research design, sample and sampling procedures tools for data collection, process of data collection and analysis and interpretation procedures. To achieve the set of objectives of the study following methodology was adopted:

#### **Design and Method of the Study**

There are many research designs. Among of them, I have used narrative inquiry research design in order to complete this study. In narrative research designs, researchers describe the lives of individuals, collect and tell stories about people's lives and write narratives of individual experiences (Connelly & Clandinin (1990) as cited in Creswell (2012,p.502). Moreover, Menian (1998) as cited in Khanal (2073) states, "Narrative may be seen as a means of gaining an in-depth understanding of the situation and meaning of those involved with the resulting insights having the potential to directly influence policy, practice and future research". It means the study of narrative is the study of the ways human experiences the world.

Thus, research is a systematic investigation that follows a stepwise procedure. A systematic and scientific process has been adopted in order to conduct a research study. I adopted the research process given by Creswell (2012).

They are;

- Identify a research problem
- Review the literature
- Develop a purpose, statement and research questions
- Collect qualitative data, analyze and interpret the qualitative data and
- Write and evaluate a study.

Narrative inquiry is a kind of investigation of people's experience or the story. It is the best research design to find out in depth data of the study. Using the narrative inquiry, I explored the factors that affect in English language learning of Muslim

students. I selected four secondary level students who were from Muslim community of Rautahat district.

### **Population and Sample of the Study**

Selection of population and sample of the research is done by selecting some population from large number. Therefore, in my study, the population of the study is Muslim students who study at secondary level. Although narrative inquiry demands a small number of populations, it is really convincing, reflecting for readers. To select the sample of the study, the researcher adopts purposive non-random sampling for convenience. The sample of the study consists of four Muslim students of secondary level of Shree Jay Kishan Higher Secondary School and Shree Mahamadpur Secondary School of Rautahat district. The researcher selected them observing their background.

### **Researcher Tools**

The selection of research tool is very important for the researcher to collect the required data for his/her study. Without appropriate selection and use of the research tools, a researcher cannot collect the required data for his/her study and make the study effective, reliable and valid. Thus, to collect the required data, I used In-depth interview as the main techniques in my study.

### **Source of Data**

Both primary and secondary sources of data were utilized for this study to achieve the above mentioned objectives. The researcher used both sources of data in order to carry out this researcher.

### **Primary Sources of Data**

The primary sources of data were the life experiences told by the four Muslim student of who are studying at Shree Jay Kishan Higher Secondary School and Shree. It was done through the in-depth interview as the main techniques in my study.

### **Secondary Sources of Data**

Apart from the primary sources of data, I studied and consulted different books, thesis, articles, journals, websites, dictionaries and the materials available in the internet which were closely related to this study. Some of them are Gass and Selinker (1994), Troike (2012), Sabatin and Ibrahim (2013) ,Troike (2012), Keshavarz and Amro (2019), Kuo& Lai (2006) and so on.

### **Population of the Study**

All the English language learning Secondary Level Muslim students were the population of this study. But for the sample of this study only four secondary level students were selected. These students were purposively selected from two community schools of Rautahat district.

### **Data Collection Procedures**

At first, I went to concerned municipality of Rautahat district and asked about secondary level schools. Then, I selected two community schools. After that, I went schools and asked the concerned authority to carry out my research. Additionally, I built rapport with them. Then, I explained the purpose and the process of research and requested them to get permission to carry out the research. After getting permission from the principal, I consulted the English teacher and requested him to help me. After that I went to the English classroom and purposefully selected the students for interview. I also instructed them to share their own view, experience and factor that effects them while learning English language. Finally, I analyzed the in-depth interview and interpreted the students' real stories of English language learning.

### **Data Analysis Procedure**

At first the collected information was categorized according to the category of the respondents and their different themes given in the text of interview. These themes were considered as a code. The similar code version of the respondents were collected together and explained in their perspective. The researcher linked with different theories. And the data were analyzed and interpreted by using the frameworks developed by me and the literature review all together.



## **Ethical Considerations**

Ethical consideration plays significant role in conducting any research. Every researcher should be aware of the ethical consideration while conducting any research study. Without the help of respondents, the research is not completed. So, for that I met some respondents and collected the data which supported my study. As being an important client for the research, respondents' privacy, cultural norms and values etc of the respondents were kept into consideration. I was very serious in preserving such privacy of the respondents. Firstly, I conducted my research by taking permission of the authority and respondents. The identification of the respondent have been kept in secretly.

## **Chapter IV**

### **Analysis and Interpretation of Data**

This chapter includes the analysis and interpretation of the collected data from the participants. The data collected from the participants were coded and presented under different themes. The necessary themes were developed and data were analyzed descriptively on the basis of my research questions. Similarly, the data was collected through in-depth interview from four Muslim students of Rautahat district. Their experiences on different factors that affect English language learning have been analyzed and interpreted thematically.

#### **Analysis of Data and Interpretation of Result**

I have analyzed and interpreted the data by using a systematic procedure. The data has been collected from the semi structure interview. Here, four English language Muslim learners' interview presents the condition of the different factors that affect while learning English language. The information included in this section was obtained from the four secondary level students of Rautahat district.

I collected the data with an aim of analyzing the factors that affect in English language learning of Muslim students. To fulfill this aim, the participants who are learning English language were selected from different schools of Rautahat district. The details of the students' lived experiences regarding different factors that affect in English language learning, has been discussed in detail.

I have used conventional listening and note technique to analyze and interpret the data on the basis of which the data was coded and decoded and then broader themes were generated. Therefore, I have presented the general and specific themes in the analysis and interpretation. This has been done in order to critically analyze the factors affecting while learning English language. The data has been analyzed and interpreted under the following research design. The data were collected from four students from two different schools of Rautahat district.

## **Background of the Participants**

In this section, I have presented the background of the participants. In my study four secondary English language learning learners were purposively selected. Similarly, I have also given pseudo name to each of them for their confidentiality. On the basis of the students learning experience here, in this research. The pseudo names I have used here are: Respondent 1, Respondent 2, Respondent 3 and Respondent 4. They all are male respondents.

### **Respondent -1**

He has been reading in the same school from class one and continuing his class ten in the same school. He reads both in Madarsa and in government school. He belongs to Muslim community. He regularly attends his class. He is good in English. He is honest and disciplined student. He lives in the Yadav community.

### **Respondent - 2**

He also belongs to Muslim community. He reads in class ten but he does not attend Madarsa School. He is not so good in English. He is from medium family. His father is a farmer and mother is a housewife. He is laborious student. He is well disciplined student.

### **Respondent - 3**

This respondent also belongs to Muslim community. He reads in class nine and he attends Madarsa School. He is good in English and he is the first boy of his class. He is from rich family. His father is a businessman and mother is a housewife. He is laborious student. He is also well disciplined student.

### **Rspondent-4**

He is second boy of his class. He is also from Muslim community. He also reads in both Madarsa and government school. He desires a lot to learn both Urdu and English language. He also lives in totally Yadav community. Most of the students in his class are Yadav students.

Now, giving the short background of the participants, I have made analysis of the obtained data being based on the different following points. The data have been analyzed and interpreted under the following headings:

- Factors affecting in English language learning of Muslim students.

Under this topic, I have made several themes in accordance to the data that I have collected. The analysis and interpretation of the collected data are as follow:

### **Linguistic factors that affect in Learning English language**

Students have various difficulties and problems in learning English. They make different mistakes in English pronunciation, grammar, orthography and vocabulary use. It means they feel difficulties to pronounce any words, make proper use of grammar, etc. There is connection between the native language of a learner and particular difficulties in learning and using English.

While interviewing, Respondent 1 said;

*I really feel more difficult in listening. I cannot understand many things while listening to the radio program but somehow understand when the teacher speaking the classroom. The more, I cannot understand the native speakers but, I used to listen it by thinking that one day I will be able to understand. I also take risks speaking in the classroom. I mixed the Nepali words, if I do not know the English words clearly. I feel easy to write and read the text. While writing the text, I search in reference books, dictionaries to write which makes easy to write and read the text. But in speaking there is no time to look the reference book and the dictionaries. There is limited time to think while speaking and listening.*

From the above the sharing, we can say that listening comprehension and speaking in English are the skills generally more frequently used than reading and writing in daily living in an English speaking country. Listening comprehension and speaking in English are more difficult and more important for master than reading and writing. When reading and writing a text, a learner has more time for thinking and pauses than when listening and speaking in English in daily life.

Respondent 1 feels difficult while learning the English language. It is really new language for him which is difficult for him in listening as well as speaking. He is courageous and tries more to speak the English language. He feels easy to write in a sense that he gets a lot of time to think and get time to look the books as well which makes easy for her to read and write.

An ESL/EFL learner can also look up to unknown vocabulary in English dictionaries and use other reference book when reading and writing a text in English, which is impossible when listening and speaking in English. Therefore, listening comprehension and speaking in English were more difficult than reading and writing for the participants. English vocabulary for daily living requires more time and is more difficult to master by foreign learners than English grammar.

Similarly, Respondent 2 said

*English learning is really difficult. From the first day of my school, I feel really difficult in learning the English subjects. I am able to write my name grade two. I used to write but I cannot pronounce the words clearly. I practice more and more to learn the English. Teacher encouraged me to learn English language from beginning to now. I am weak than other subject in English.*

Muslim students feel really difficult to learn English language because English is their third language. English language and Bazzika language are not inter-connected to each other and because of this they feel difficulty to use any word properly and utter proper pronunciation. Respondent 2 really feels difficulty in learning English subjects. He also feels difficulty in pronunciation in a sense that his mother tongue is Bazzika. He practices more to speak the English clearly.

While interviewing, Respondent 3 said,

*Learning English is really difficult. When I first went to school I have to learn Nepali language to speak with my friends. I learn Nepali language in a week but I am learning English till now. I am not perfect to speak English with my friends. I can read the English and write as well. But I really feel difficulty in*

*listening English language. While listening I understand some words only and some short Sentences. Learning vocabulary is really difficult for me.*

Here, vocabulary is one of the most comprehensive and difficult aspects of English for foreign learners to mastery thoroughly. They should first concentrate on learning the most frequently used vocabularies. The respondent 3 feels difficult while learning the English language from the beginning of the school days. We are the Nepali and secondly we speak Nepali language. Learning another language is really a great challenge for us. In the same way, learning English is really difficult for the Muslim students. We learn English from the beginning and know more to read and write. While learning in the school students practiced more to read and write. They get homework which helps them to practice more and they feel easy to read and write but really they felt difficulty in listening because they lacks practice which affects in English language.

Multiple sense English words and synonyms present special difficulty for for them. Other difficulties in learning and using vocabulary include fixed word collections, phrasal verbs, idioms, proverbs and regional differences in vocabulary usage in English speaking, pronunciation, vocabulary and grammar as well.

In the same way, while interviewing, Respondent 4 told me,

*English is really difficult for me to learn. While learning English, I made many mistakes in learning different words. When I was small, it was really difficult for \me to pronounce the letters and later the words. Many times my pronunciation was wrong. Teacher encouraged me to practice more and more. When the teacher asked me to read the text all other students laughed at me. Sometimes, when the Students feel bored in the classroom they asked me to read the book and then when I start to read the text aloud, they used to laugh at me loudly. That used to use to make me really happy and sometimes sad when they teased me inside and outside the classroom.*

Here, all people feel difficult while learning English as their third language. English language is the language of the world. All people want to learn the English. While learning English Respondent 4 made many mistakes as well. It was really

difficult for him to pronounce the letters and the words. He pronounced the letter and word incorrectly. But, he got encouraged from the teacher to practice more and more to pronounce correctly. He makes the classroom humorous while learning reading the text. When students feel bored they asked him to read the text for fun. He is one of the courageous students who want to learn the English language though he was from the Muslim community. Sometimes, he got teased from his friends inside and outside of the classroom which makes him really sad and happy.

### **Non-Linguistic factors that affect in English language learning**

Students may face many problems in learning English language. They may face linguistic and non linguistic problems while learning English language. While learning the languages many problems arise. The various factors play significant role in learning the English language. Here, in my research Muslim students faced lots of problems (i.e. non linguistic factors) that affected in their English language learning in the context of Ruatahat district. The findings are discussed below:

#### **Motivation**

A social-psychological factor frequently used to account for differential success in learning a second language is motivation. It means individuals who are motivated will learn another language faster and to a greater degree. The learners have different degrees and modes of motivation. Similarly, it can be said that strong motivation in learning English language implies that the learners are likely to achieve higher level of proficiency in English. English language is a lingua Franca which is used a medium of communication by people whose native languages are different. It is also known as a trade language, contact language, international language and global language. Nowadays, it is used as a medium of instruction in many other discipline and universities level. Regarding the purpose of learning English language the four participants shared the following ideas:

Respondent 1 said;

*I learn English language because I want to go foreign country for higher education.*

Similarly, respondent 2 said;

*I learn English language because it helps to understand other subjects. English is used as the medium of instruction in science, technology, medical and university level. Without the knowledge of English language, it is difficult to understand other subject.*

Likewise, respondent 3 said;

*I am learning English language for getting better job in future.*

Finally, respondent 4 said;

*I learn English language because English is used as medium of instruction in most of the university departments in different areas such as science, medicine, engineering, health, technical and other subjects.*

From the above discussion, it can be concluded that all the participants motivated to learn English for instrumental purpose. As English is an international language they want to learn this to go abroad and earn more money. It means they wanted to learn it for well paid job. In the same way, they also want to learn it to understand different genera that is written in English. Moreover, they also learn English because it is used as a medium of instruction in many private schools, colleges, university and other disciplines.

## **Environment**

Environment is the surroundings or conditions in which a person, animal or plant lives. In education, environment refers to the diverse physical locations, contexts and cultures in which students learn. Students may learn in wide variety of setting such as outside of school location and outdoor environments. It also encompasses the culture of the school or class. Environment may have direct and indirect influence in learning. While interviewing the participants regarding the impact of environment in their English language learning, they shared the following ideas:

While interviewing respondent 1 said,

*There is not suitable environment for learning English in my school. There are a lot of students. So, we have to sit with more students. Benches and desks are small to sit and study. The home environment is also not so good. The people*



*who live around us are noisy. They drink Jaad(Wine) and make noise. At home our parents tell us to work only.*

As we know that environment plays crucial role in learning, the learning environment should be filled with sunlight and stimulating educational materials should be used to make attractive class room. Here, respondent 1 faced problems while learning due to the environment. There is no availability of appropriate environment at home or at school.

In the same way, while interviewing, Respondent 2 said,

*Environment is also one of the most important factors that affect in learning the English language. Good environment promotes in English language learning. Children who grow in the good environment have good behavior. But in my school, there is only places to read, not the places to any extra programs and activities. The home environment is also not peaceful to read and write.*

Environment is the source of making the future good or bad. Man can grow up and attempt such behavior, education, living style, speaking style as they live in. Respondent 2 faced problems in learning because of the environment. There is not sufficient place to do extra activities in school. His home environment is also not peace. So, it can be said that good environment promotes the English language learning and bad environment hinders the learning.

While interviewing, Respondent 4 said,

*We used to sit six students in a small bench. The classroom has only one window which makes really difficult in learning. The room is too hot in the summer Season. Not only this when, I return back home from school the environment is not so good. There are so many houses near my house and the neighbor makes loud noises by drinking wine. Sometimes, they used to fight with each other by drinking wine as well. But in our family no one drink Alcohol.*

Muslim students have to face lots of the environment problems. They cannot get peaceful environment to read and write. In the context of Nepal most of the government schools are not well managed. They do not have enough infrastructures to read and write in such a case, students have to face lots of problems while reading in the classroom. Students cannot get enough spaces to do the various activities in the classroom. Not only the school environment but also the home environment has great role for learning.

From the interviews of the respondents, I can be said that environment plays significant role in learning the English languages. It brings positive thinking in the students for learning. It plays a role of reinforcement for students in learning the languages. It enables the students to learn the language freely without any obstacle. But all the participants did not get proper environment which can stimulates them for better learning.

### **Economy**

Economic status of the learners plays vital role while learning anything or any language. Similarly, English language learning is also highly affected by the economic condition of the students. Students having good economic condition read in private boarding school where as low economic students have to read in government school. This creates a lot of problem in English language learning. Regarding the impact of the economic condition in English language learning, the participants shared the following ideas.

Respondent 1 said,

*My economic condition is good because my father is in Qatar. He earns money and send here. I read English tuition in the morning time. There is also internet facility in my home. I have android mobile at my home.*

Similarly, respondent 2 said,

*My father has government job. I belong to well educated family. My father fulfills my all necessities. I read tuition of English too. Our English teacher teaches grammar*

*and word meaning in tuition. He also teaches how to write the story and other free writings.*

But respondent 3 said,

*I belong to poor family. There are many members in my family. I hardly come this school. I don't take any tuition of English.*

In the same way, the respondent 4 said,

*I am not rich. My father does not earn more money. I have three brother and three sisters. We three brothers read in the same school. No, I don't take any extra class or tuition of English. Sometime it becomes difficult to buy copies also then how can I read tuition.*

From the above information, it can be concluded that the economic condition of the students play both positive and negative role in English language learning. Here also the participants whose economic condition is good study tuition of English. But the participants belonging from poor economic condition did not take any English tuition. This difference also affected in their English language learning.

### **Self Confidence**

Self confidence is an attitude about own skills and abilities. It means we accept and trust ourselves and have a sense of control in our life. It opens the door and encourages students take risk, express their creativity in classroom assignments and invest in the work they produce at the school. Students know their strength and weakness well, and have a positive view about themselves. They set realistic expectations and goals, communicate assertively, and can handle criticism. While interviewing the students regarding the importance and use of self competence, they shared the following ideas.

Respondent 1 said,

*I feel hesitation while speaking English in the classroom. Yes, self confidence helps me to speak English but the fear that my friends will laugh at me, I do not speak anything in English period.*

Similarly, respondent 2 said,

*Yes, I think we should develop self confidence to learn English. But, I do not get any support from my friends and teacher too. No one encourage me to speak English. However, I try to learn English language thinking that it will help me to earn good money in foreign country.*

But, respondent 3 said,

*No, I don't want to learn English language more. I study this because I have to just pass this subject and it is also mentioned in the secondary level curriculum. I want to be Maulana to teach my own Muslim students. So I don't think learning English language is more important for me.*

On the other hand, respondent 4 said,

*I think self confidence is very important to learn language. But, I feel difficulty to pronounce any words and when I speak out my friends laugh at me which discourage me to speak English language.*

From the above ideas shared by the different participants, it can be said that self-confidence play crucial role in English language learning. But, here the participant 3 shared that he does not need to learn English because he wanted to be Maulana. It means he has weak or low self confidence to learn English. However, the participants 1, 2 and 4 shared that they want to learn English and they have the self confidence but they lack encouragement which decreases their confidence level to learn English.

### **Effect of Islamic culture in English Language Learning**

English language learning is also affected by different culture. It happens so because each religion has different norms and values. And people live according to that norms and values. Regarding the effect of Islamic culture in English Language Learning the four participants shared the following ideas.

Respondent 1 said,

*There are many religions in this world. Among them Islam is different from other. The people who believe in Islam are known as Muslim. Muslim people*

*flow the 'Kuran and Hadith' during the whole life. They behave on the basis of 'Kuran and Hadith'. If something is applicable in Kuran and Hadith then they adopt it. IN the process of learning other language, we are also learning other culture. In the process of English language learning, we are also learning western culture. When Muslim culture and western culture have similarity the learning would be easy and fast and if they have dissimilarity learning would be difficult.*

Similarly respondent 2 said,

*In my perspective while learning English language, we are also learning English culture. Muslim culture is totally different from western culture. So, Muslim culture impacts negatively in English language learning.*

Likewise, respondent 3 said,

*In my view, English culture is flexible, free, materialistic and individualistic in nature whereas Muslim culture is obligatory, collectivist, tradition and dogmatic in nature. In the process of English language learning it makes Muslim students materialistic, free and open which are banning in Islam. Islam believes that there is heaven in the feet of mother, but we cannot get this emotional feeling in western culture. So this uniqueness influence in English language learning.*

Finally, respondent 4 said,

*In my perspective , Islamic religion influences in English language learning positively because Islam encourages Muslim people to acquire new knowledge, skills and quality. Nowadays, English is used as contact language in the world through which we can increase our knowledge and skill. So it is necessary for Muslim people to learn English language.*

From the above discussion, it can be concluded that Islamic religion and culture have both positive and negative impact in English language learning. For example respondent 1, 2 and 3 have commented that Islam has negative impact in English language learning, but respondent 4 shared that Islam has positive impact in English language learning.

## **Chapter V**

### **Finding, Conclusion and Recommendation**

This chapter has included major findings, conclusions and recommendations based on the reviewed literature and the discussion under fourth chapter of analysis and interpretation. Findings are linked with the objectives of this research. The conclusion has been derived based on the thematic analysis. At the end, some recommendations have been suggested at policy and practical level and for further researches in the field of culture.

#### **Findings**

This sub heading represents the findings from the analysis and interpretation of the raw data derived from the in –depth interview. Similarly, findings of this present research have been based on the factors that affect English language learning of Muslim students, difficulty and problems in learning English, factor affecting in their learning like environment, economy, self confidence, motivation and effects of Islamic religion in English language learning. The findings which have been brought from the analysis and interpretation of the above ideas have been presented below.

#### **Linguistic factors that affect in learning English language**

Students have various difficulties and problems in learning language skills, pronunciation, grammar, and vocabulary use. They felt difficulty in listening English. Due to lack of proper amount of vocabulary, correct use of grammar and wrong pronunciation, they didn't understand many English classes. Similarly, they felt difficulty in speaking because there is limited time to think while speaking and listening. They also felt difficulty in pronunciation. They could not pronounce the word clearly. They faced problems in learning and using vocabulary which includes fixed word collocations, idioms, phrasal verb and regional differences in vocabulary usage in English speaking, pronunciation, vocabulary and grammar as well.

#### **Other factors that affect English language leaning of the participants**

Under this topic I have presented many sub headings which are the findings of this research.

## **Motivation**

It was found that the participants were motivated to learn English for instrumental purpose. It means they learnt English subject because they wanted to go foreign countries for getting better job in future. It was also found that the participants learnt English language in order to understand different literary texts.

## **Environment**

In education, environment refers to the diverse physical location, contexts and cultures in which students learn.

While interpreting the data, it was found that the participants did not get appropriate environment to practice English language and to read and write English subject at home and at school. Their friends, family members and teacher also became unable to create good environment for English language learning.

## **Economy**

It was also found that the economic condition of the students played both positive and negative role in English language learning. The participants whose economic condition was good they studied tuition of English. But the participants belonging from poor economic condition did not take any English tuition. This difference also affected in their English language learning.

## **Self- Confidence**

It was found that the participants have very low self confidence to learn English language. It is because of some reasons. The participant 3 shared that he did not need to learn English because he wanted to be Maulana. It means he has weak or low self confidence to learn English. However, the participants 1, 2 and 4 shared that they wanted to learn English which shows that they have self confidence.

## **Effect of Islamic Religion in English Language Learning**

English language learning is also affected by different religions. It happens so because each religion has different norms and values.

It was found that Muslim religion has positive and negative impact in English language learning. Muslim religion is obligatory collectivist and dogmatic in nature. While English culture is flexible, free, materialistic and individualistic in nature. So, Muslim religion has negative impact in English language learning. It was also found that Islam religion encourages Muslim people to acquire new knowledge, skill and quality.

## **Conclusion**

The existing research was based on qualitative study. It has analyzed and interpreted the issues concerned with the factors that affect the English language learning of the Muslim students. This research explored the answer of the questions like what are the factors that affect in English language learning. For this study, narrative inquiry and interview was taken from four Muslim secondary level students of Rautahat district. Narratives of these four participants have been analyzed and interpreted once again in order to arrive in finding and in conclusion based on the objective of the study.

Second language acquisition is a process of acquiring or learning others language than their native language. English language is influenced by linguistics and nonlinguistic factors such as vocabulary, grammar, structure, interference of mother tongue, self efficacy, motivation, language shock, culture, anxiety, social distance, age differences and aptitude. In the same way, Muslim students feel difficulty to learn English language because of various factors related to second language learning. For example, family environment, economics, lack of exposure, materials, careless of government, poor economic condition of the family, lack of confidence and lack of motivation etc.

Regarding the English language learning different facts were revealed. The participants felt difficulty in pronunciation in a sense that their mother tongue is Bazzika. Similarly, they practiced more to speak English clearly and the teacher also encouraged them to speak the English language which will improve their pronunciation. Moreover, they also felt difficulties in learning and using vocabulary which includes fixed word collections, phrasal, verbs, idioms, proverbs and regional differences in vocabulary usage in English speaking, pronunciation, vocabulary and



grammar as well. In the same way, environment plays significant role in learning the English language. It brings positive thinking in the students for learning. It plays a role of reinforcement for students in learning the languages. Likewise, Islamic religion has both positive and negative impact on English language learning. For example respondent 1, 2 and 3 have commented that Islam has negative impact in English language learning, but respondent 4 shared that Islam has positive impact in English language learning. In the same way, their economic condition, motivation to learn English also played vital role in learning English language. Finally, self confidence is also very important to learn English language.

### **Recommendation**

Implications depending upon the major findings and conclusions, the policy, practice, and further research related recommendations are mentioned in the following ways:

#### **Policy Related**

The following recommendations have been suggested for the policy level on the basis of findings and conclusions of the study.

- The concerned office should provide adequate and regular workshops to the teachers regarding Muslim students.
- The teacher should be directed for focusing on different techniques in developing the English Language learning ability of Muslim students.

#### **Practice Related**

The following recommendations have been suggested for the practical level on the basis of findings and conclusions of the study.

- The school administrations should encourage the teachers for applying various strategies in developing ability of the students in English languages class room.
- The Muslim students should be involved in the English language learning process properly.

- The Teacher should focus on how to find out the problem of Muslim students regarding their culture.
- The teacher should facilitate the students properly to involve in the English language learning.
- Awareness programs on importance of English language should be organized in Muslim communities.

### **Further Research Related**

The following have been suggested for the practice level on the basis of findings and conclusion of the study

- The researchers can study on the impact of Muslim Culture in English Language Learning.
- The researchers can study on the impact of home environment of Muslim students in comparison to the impact of home environment of others communities in the Nepalese context.

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## **Appendix**

### **Questionnaires**

- 1) What is your name?
- 2) Are you from Muslim community?
- 3) What is your mother tongue?
- 4) What is the role of self confidence in English language learning?
- 5) Do you prefer to learn English language?
- 6) For what purpose do you learn English?
- 7) Do you think economic condition of the family affect in English language teaching and learning?
- 8) Do you feel difficulty in learning English?
- 9) How English learning is difficult for you?
- 10) Can you tell me about your school environment regarding English language learning?